

**Orientation of Primary Teachers of
Demonstration Schools (DMs) of RIEs on the
Use of New Instructional Materials**

– A Report

Dates: December 26 – 30, 2003

*Venue. Department of Elementary
Education .*



**DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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PREFACE

Primary Education is the foundation on which the super structure of the entire educational system is built. Its importance throughout the process of development and growth leading to nation building has been universally recognised. The National Curriculum Framework of School Education (NCFSE-2000) lays emphasis on enriching the curriculum at elementary stage of school education by adopting modern approaches thereby, reducing the burden of irrelevant and incomprehensible contents and materials. It recommends innovative approaches for transactional and evaluation strategies so as to raise the quality of primary education. Other significant recommendations include providing freedom from stress and anxiety, emphasises on mother tongue as medium of instruction, centrality of learner's immediate environment, development of practical skills and positive attitudes and values. It recommends reduction of the learning load by adopting flexibility of content and modes of learning, commensurate with the needs and requirements of learners.

The curriculum at primary stage has been visualised in two segments; first dealing with Classes I and II and the second catering to Classes III to V. For Classes I and II study of mother tongue and Mathematics have been recommended through the environment most immediate to the learner. Formal teaching and learning of Environmental Studies has to begin as from standard III in an integrated manner viewing the environment in holistic manner. Both social and natural environmental concerns would be dealt with following a thematic approach so as to sharpen the skills of observation, classification, comparison, analysis, synthesis, evaluation and generalisation. A new subject titled Art of Healthy and Productive Living (AHPL) has also been introduced to equip children with necessary understanding, habits, skills, attitude and values to become contributing citizens for the society. A meaningful blending of concepts related to art education, works education, physical education, drawing, painting, music, drama and other cultural ingredients has been attempted to achieve their symphony and evolving of the subject. It would support teaching learning of subjects on one hand and help strengthen co-scholastic learning of children on the other. Its contribution is thought to achieve the goal of all-round development of the personality of children.

With a view to sensitising teachers towards salient features of NCFSE-2000 and orienting them on new Curricular areas and recent trends, the Department of Elementary

Education (DEE), NCERT organised a 5-day orientation course for primary teachers of four Demonstration Schools of Regional Institute of Education (RIEs) from December 26 – 30, 2003. The designing of the 5-day programme and the development of the learning package was a collective effort of the academic faculty of DEE. However, in the conduct of the orientation course, academic faculty of other departments of NIE (NCERT) did extend the support.

I feel highly indebted to Professor J.S. Rajput, Director, NCERT and Professor M.S. Khaparde, Joint Director, NCERT for their keen interest in the programme and their unstinted support and guidance in the formulation and conduct of the programme

Special thanks are due to Prof. R.K. Dixit, Head of the Department of Social Sciences and Humanities (DESSH), Prof. Daljit Gupta (Retd.), Dr. J.P. Mittal (PPMED), Dr. A.D. Tiwari (DEME), Dr. Sandhya Rani Sahoo (DESSH) for extending their support and conducting sessions during the 5-day course, which made the programme a success

I would like to thank the coordinator Prof. V.P. Gupta for successfully organising the course and bringing out the report. Contributions of other DEE faculty members, namely, Prof Kiran Devendra, Dr. Maju Jain, Dr. Shabnam Sinha, Dr. Lata Pandey and Dr. Sadhya Paranjpe are duly acknowledged and they all deserve praise.

My thanks are also due to Mr. Anil Kumar, Stenographer and other administrative staff of the Department for their support in arranging the logistics for the programme.

New Delhi
February, 2004

(K.K. Vashishtha)
Professor and Head
Department of Elementary Education

Orientation Programme for Primary Teachers of DM Schools of Regional Institutes of Education (RIEs)

A Report

A 5-day orientation programme for the primary teachers of DM schools of RIEs was conducted at Department of Elementary Education (DEE), NCERT, New Delhi from December, 26 – 30, 2003. The programme was attended by 36 primary teachers of four DM schools (list is appended).

The following faculty members of NCERT conducted various sessions during the 5-day programme:

Prof. K.K. Vashishtha	Prof V P. Gupta	Prof. Daljit Gupta (Retd.)
Dr Manju Jain	Dr Sandhya Paranjpe	Dr. Lata Pandey
Dr. Shabnam Sinha	Dr. J.P. Mittal	Dr Sandhya Rani Sahoo
Dr. A.D Tiwari		

The faculty of the Department developed an **orientation package on the use of new instructional material** for providing learning material to primary teachers of the programme. The package consists of the following six modules:

- National Curriculum Framework for School Education . Issues and Concerns for Primary Education
- Teaching of Mother Tongue (Hindi)
- English Language Teaching at the Primary Level
- Making Mathematics Teaching Interesting and Effective
- Teaching-Learning of Environment Studies at the Primary Stage
- The Art of Healthy and Productive Living

26th December, 2003

The programme started at 09:30 a.m. with the registration of participants. At 10:00 a.m., Inaugural Session was scheduled. Prof R. K Dixit, Dean (Coordination), NCERT graced the occasion and gave the inaugural address. Prof K K. Vashishtha, Head, DEE on behalf of the department welcomed the Honourable Guest Prof Dixit and the teachers of the programme. He, in brief, explained the need of organising the programme. In what way, the teachers of DM schools can spread the **vision** and the **rationale** of the National Curriculum Framework School Education (NCFSE-2000),

Guidelines and Syllabi of different subjects for Primary stage, content and pedagogy incorporated in the new books by way of their orientation. Prof. Vashishtha also talked about the salient features of the NCFSE-2000 in terms of **issues and concerns** highlighted therein. Prof. V.P. Gupta, Coordinator of the programme explained, in detail, the objectives of the programme and the possible outcomes expected at the end of the programme. He also explained the working strategy for conducting various sessions of the programme. He assured the teachers that all possible efforts would be made to provide them a congenial environment for better learning, providing them a wide variety of exposures and attend to their queries and clarifications to their utmost satisfaction.

Prof R.K. Dixit, Dean preferred to share some of the crucial aspects, issues and concerns which had been deliberated in the NCFSE-2000, rather than delivering a formal inaugural address. In his address, he desired that all the teachers present should make a through study of the curriculum framework in order to get the changed vision of school education, in general, and elementary education, in particular. This would help teachers to know the rationale and the philosophy with which the revised framework has been brought out. **Freedom of learning** and **pleasant of learning** are the two key aspects which have guided the formulation of the framework.

Prof. Dixit also drew the attention of the teachers to know what is expected of a curriculum. Curriculum development is a ceaseless process of searching for qualitative improvement in education in response to the changes taking place in the society. The curriculum should lead to a kind of education that would respond to the social, cultural, emotional and economic needs of the learner and also fight against inequality. Curriculum should create an awareness of the inherent equality of all with a view to removing pre-judicious and complexes transmitted through the social environment. Curriculum, simultaneously should not ignore the inclusion of specific content to forge national identity, a profound sense of patriotism and nationalism, non-sectarian attitude, capacity for tolerating differences arising out of caste, religion, ideology, region, language, sex, etc.

Prof. Dixit also stressed on the need of integrating indigenous knowledge and India's contributions to mankind, linking education with life skills, inculcation of values commensurate with social, cultural, economic and environmental realities at the value-

based education programme, which can be formulated with social values like ~~friendliness, cooperativeness, compassion, self discipline, courage, love for social~~ ~~conduct, peace, and non-violence~~. He expressed serious concern and draw the attention of teachers towards the reckless consumption of natural resources which is creating problem in our existence.

Prof. Dixit also clarified the position under which teaching of English (as a subject) has to start from Class I despite the recommendation of teaching of one language (mother tongue) only at the primary stage, in the NCFSE – 2000.

The inaugural session came to an end with the vote of thanks proposed by Prof Kiran Davendra, DEE.

The first working session, as per the schedule was started at 11 30 a.m In this session, teachers were given an overview of the process followed in the evolvement of NCFSE-2000. Important features of the framework such as integration of environmental concerns with Language and Mathematics in Classes I and II, emergence of environmental studies as integrated subject covering both scientific and socio cultural phenomena from Class III to V, and introduction of a new subject of study named as Art of Healthy and Productive Living (AHPL) to focus on all-round development of the personality of the child were highlighted. Although much is being talked about child-centred and activity-based teaching at primary stage, in practice it is quite inadequate. Peer-learning and self-learning are not practised. There is hardly room for diagnostic assessment followed by remedial teaching. Opportunity for pleasure participation, play and development of desirable habits, attitudes, skills and values are rare. There is a need for linking education to life skills. The subject of AHPL provides a opportunity to achieve the same to a great extent. This session was also used to briefing the participants on Chapter two of the curriculum framework, which deals with the organisation of curriculum at elementary stage. The chapter also deals with scheme of studies and various subjects suggested for the study at primary stage of education. It elaborates the objectives, philosophy, contents, pedagogy and expected learning outcomes in various subject areas.

In the afternoon, two presentations one on teaching of Hindi (Mother Tongue) and other on teaching of English were organised. The first presentation was made by

Dr Lata Pandey and other by Prof. R.K. Dixit. Both these faculty members individually discuss with the participants all issues pertaining to teaching of Language, Hindi/English in Classes I & II each one of them stressed on integration of environmental concerns in the teaching of Languages. Given below are the details of the two sessions organised in the afternoon

कक्षा 1 और 2 में मातृभाषा (हिंदी) शिक्षण

सत्र के प्रारंभ में प्राथमिक स्तर पर मातृभाषा शिक्षण की आवश्यकता एवं महत्त्व पर प्रतिभागियों से चर्चा की गई। मनुष्य के व्यक्तित्व निर्माण में मातृभाषा अत्यंत महत्त्वपूर्ण है। भाषा अभिव्यक्ति का सशक्त माध्यम है। मातृभाषा में कुशलता प्राप्त करने से अन्य भाषाएं तथा विषय सीखने में बच्चे को सरलता रहती है। मातृभाषा के ही माध्यम से गंभीर चिंतन, मनन एवं मौलिक लेखन किया जा सकता है-इन बिंदुओं को स्पष्ट करने के पश्चात् राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा सन् 2000 में विकसित विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा में उल्लिखित प्राथमिक शिक्षा में भाषा शिक्षण के विषय में बताया गया। भाषा शिक्षण के लिए शिक्षक में शिक्षण के लिए अपेक्षित योग्यताओं के अतिरिक्त कुछ विशेष योग्यताओं-भाषा एवं साहित्य का अच्छा ज्ञान, भाषा पर अच्छा अधिकार, सृजनशीलता, नूतन साहित्य पढ़ने में रुचि आदि पर भी चर्चा की गई।

नई पाठ्यचर्चा की रूपरेखा के संदर्भ में हिंदी की संशोधित पाठ्यपुस्तक एवं अभ्यास पुस्तिकाओं से प्रतिभागियों को अवगत कराया गया कि इनकी सामग्री अद्यतन, रोचक तथा विभिन्न भाषायी कौशलों के साथ मूल्यों के विकास में भी सहायक है। तत्पश्चात् पहली और दूसरी कक्षा में हिंदी शिक्षण के उद्देश्यों पर चर्चा की गई। विभिन्न भाषायी कौशल-सुनना, बोलना, पढ़ना एवं लिखना के महत्त्व को संक्षेप में बताने के बाद पहली और दूसरी कक्षाओं के बच्चों में सुनना और बोलना कौशल के विकास की आवश्यकता, इनके विकास के दौरान आने वाली कठिनाईयों, उन्हें दूर करने आदि सभी बिंदुओं पर चर्चा की गई। तदुपरांत सुनना और बोलना कौशल विकसित करने हेतु किए जाने वाले क्रियाकलापों को प्रतिभागियों ने बताया।

कक्षा 1 और 2 में सुनना और बोलना कौशल विकसित करने हेतु कहानी एक रोचक माध्यम है। कहानी अगर सहायक सामग्री के साथ सुनाई जाए, तो रोचकता बढ़ जाती है। अतएव सादे कागज से विभिन्न आकृतियाँ बनाकर कहानी सुनाने का प्रदर्शन किया गया। प्रदर्शन के दौरान यह भी बताया गया कि किस प्रकार कहानी के माध्यम से सुनना तथा बोलना कौशल के विकास के साथ ही अन्य विषयों का ज्ञान भी दिया जा सकता है तथा मूल्य विकसित किए जा सकते हैं।

वर्ष 2000 में परिषद् द्वारा विकसित पाठ्यचर्या में उल्लिखित है- पहली और दूसरी कक्षा में भाषा और गणित शिक्षण आसपास के पर्यावरण में गुंथे होंगे और उसमें पर्यावरणीय सरोकार समेकित होंगे। पहली और दूसरी कक्षा में हिंदी शिक्षण के दौरान पर्यावरण संबंधी मुद्दों के समेकन को बतलाया गया। इस ओर पुनः ध्यान दिलाया गया कि पहली और दूसरी कक्षा की हिंदी की पाठ्यपुस्तक बाल भारती-1 तथा बाल भारती-2 में पर्यावरण संबंधी विषय सामग्री पर्याप्त मात्रा में है। पाठ्य पुस्तकों में निहित विषय सामग्री का प्रयोग करते हुए विभिन्न भाषायी कौशलों के विकास के साथ पर्यावरण संबंधी जानकारी किस प्रकार बच्चों को दी जा सकती है इस पर प्रतिभागियों ने अपने-अपने सुझाव देते हुए क्रियाकलाप बताए।

पढ़ना और लिखना कौशल विकसित करने के महत्त्व पर चर्चा करने के बाद पहली और दूसरी कक्षा में इन कौशलों के विकास हेतु रोचक क्रियाकलाप बतलाए गए।

Teaching of English in Primary Classes

The session was conducted by Prof. R.K. Dixit, Head, DESSH. The presentation of Prof. Dixit at the outset highlighted the major issues related to language teaching before he ventured into the area of English Language Teaching at the primary level. Some broad issues of significance, which have been provided emphasis in the National Curriculum Framework for School Education – 2000, were mentioned. They were

- The need to build teaching learning processes around the immediate surrounding and local indigenous culture systems of the child
- A need to develop emotional balance and equilibrium in the child and the need for going beyond mere scientific knowledge towards the development of the emotional quotient in the child. This would ultimately lead to the development of the spiritual quotient

He stressed the fact that while one was bound by practices and traditions; these should not be allowed to become ritualistic. The process of indoctrination that many teacher education courses attempt could be avoided. Major emphasis needs to be provided on quality education for the development of greater self-confidence in the child. Language, he said, is not taught in a vacuum. Language is the very foundation on which every subject is based; be it Mathematics or Environmental Studies. At the primary level, therefore, it is the totality of the language experience that is more important than segregation of the experience into subject areas.

Prof. Dixit drew the attention of the participants on language teaching, which, he said, should move forward from theoretical discussions and symptomatic stylistics towards development of the teachers' skills in classroom teaching. Teachers, he felt, have not been empowered enough to teach English in the classroom with the requisite skills as envisaged in the curriculum or the syllabus. He mentioned that the teachers may find a possible dichotomy between the NCERT textbooks of English for Classes I and II on the one hand and that of Classes III to V on the other. This dichotomy, he said, was due to the fact that the textbooks for classes I and II had been prepared before the NCFSE-2000 had been implemented. The approach of handling all these textbooks therefore needed to be relooked at and revisited.

It has often been found that traditional teachers of English still think in terms of the **structural approach**. They still believe in teaching the language through certain basic structures, without trying to present the structures in a context with which the child is familiar. It is still prevalent to find teachers teaching through the old methods of *A for Apple* which is the phonic method of teaching the alphabet. It is based on the idea that lithography (letters) match the phonology (pronunciation) in a language. But, this is often not true in the case of English. The sound of a *in apple* is different from the sound of a *in car*. The same letter may have different pronunciations in different words. The teaching of English therefore has to evolve and change with the changing context and age. The phonic method has to give way to a more holistic method of teaching English.

It is at the primary level that the foundation of proficiency in English is laid. There is a talk of the learner centred approach. But often there is lack of clarity about what it actually means. Learner centred approach includes catering to the needs of the each

learner as an individual having characteristics different from the other. The requirement from the teacher is to assess the needs of each individual and plan a suitable strategy. In a large class the brilliant children may require some challenging assignments. The low achievers may require more concentration and the teachers may have to isolate them and attempt to cater to their needs individually. Joyful learning means learning something with joy - that which is not lessened due to the fear and excessive strain of testing. Evaluation systems and processes followed by teachers should therefore not generate strain, stress or fear

The teachers should attempt to transact the textbook in a manner that it should reflect and fulfill the objective with which it was written. The **Learning English** textbooks contain selection of topics which are thematic in nature. An attempt has been made to teach language through themes related to nature, environment and values. These should be emphasized and highlighted by teachers in classroom teaching

At the lower primary level i.e. in classes I & II, the teachers may even like to discard the textbook because at this point no textbook is required. The need at this point of time is to be able to communicate with learner and help the learner communicate back in totality. Teacher creativity is more important than over dependence on textbooks.

During the interactive session the teachers expressed their serious reservations about the textbooks of classes I and II which had no systematic introduction of alphabets, words and sentences. Even difficult structures and grammar items had been brought in without sufficient readiness exercises. There was a lack of rhymes and listening-speaking skill development exercises. Prof. Dixit responded by saying that in class I there was no need to concentrate on letters. In the early primary classes children should not be forced to read and write as these may lead to distorted vision and bad hand writing. An attempt should be made to teach writing skills through drawing straight and curved lines and semi circles etc. Objects and teaching aids may be shown in the classroom and their names provided in English. Prof. Dixit, however emphasized that even while following the communicative approach, the teacher ought to keep language structures firmly in mind while teaching. Speech acts need to be related to the functions of the language. Comprehensibility and acceptability is more important than a mechanical emphasis on correctness

27th December, 2003

The first session of the day was devoted for discussing the pedagogy of teaching mathematics in Classes I and II. Prof. V.P. Gupta, DEE acquainted the teachers with what has been stated in Chapter 2 of NCFSE-2000 with regard to the subject of mathematics, particularly of primary stage of education. The NCFSE-2000 lay emphasis on learning of pre-number concepts, sharpen skills of classification, grouping and sequential thinking, learning numbers and developing computation skills. It has stressed on utilising immediate environment while providing learning of mathematical concepts. Thereafter, Prof. Gupta described the process of formulating the syllabi and textbooks. He explained to the teachers on the format of the books, which is altogether different from that of the previous books. He advised the teachers on how to organise various teaching-learning activities with regard to various concepts, what are the teaching aids available which can be used, how to evaluate children's learning in an informal manner.

Detailed discussions were held on teaching of *ordinal numbers*, *use of number line* and *10 x 10 grid* for addition and subtraction, solving sums on a square sheet, preparation of multiplication tables, use of stencils and *geoboard* in making plane shapes, interpreting a calendar, non-metric units of measurement. At the end of the session, the teachers cleared their doubts with Prof. Gupta.

Integrating Environmental concerns with Languages and Mathematics in Classes I & II

The session on 'Integrating Environmental concerns with Languages and Mathematics in Classes I & II, was taken up jointly by Prof. Savita Sinha, Department of Education in Social Sciences and Humanities (DESSH), NCERT and Dr. Manju Jain, Department of Elementary Education, (DEE), NCERT. At the outset, Prof. Sinha discussed with the group about the rationale of integrating environmental concerns with other curricular areas in classes I and II. The National Curriculum Framework for School Education (NCFSE -2000), 2000 brought out by NCERT has recommended modifications in the concept and treatment of Environmental Studies at the Primary level. The framework perceived Environmental Studies as an integrated curricular area. In classes I and II, Environmental Studies is not an independent curricular area, while in classes III-V, Environmental Studies has been perceived as an independent curricular area, in an integrated form (Science and Social Science components are integrated holistically). She further mentioned that the concept of integration extends beyond mere an approach

or method of presenting subject areas. It is rather inter disciplinary in nature. This is based on the following premises:

- The integration **reduces the chance for overlapping** of the content/concepts.
- It can not 'do-away' mere **downsizing the curriculum**, but views level or stage of curriculum in totality
- It resolves the issue to **take out the obsolete content/information**, without interrupting the continuity of the concepts.
- Provides scope to the learner to **perceive the environment in totality**.
- **It reduces the mismatching** between the developmental capabilities of the child on one hand and curricular expectations on the other.

Prof Sinha added that the integration of Environmental concerns with other curricular and co curricular areas (AHPL) is certainly a very child-friendly curriculum consideration. But the task at the classroom level is not so simple. It requires preparation on many aspects. She raised some issues related to transacting environmental concerns with other curricular areas which need proper treatment. These were:

- Preparation of Teachers
- Planning of lesson for integrating environmental concerns with curricular areas (Language Mathematics)
- Planning of lesson for integrating environmental concerns with co-curricular areas (AHPL)
- Evaluation procedures (assessing the Skills)

Dr. Manju Jain initiated the discussion on pedagogical approaches for integrating of environmental concerns in classes I & II. Before going into detail discussion on transactional strategies in classes I and II, she apprised the group about significance of teaching Environmental studies at primary level. One of the important purposes of including environmental studies as a subject as well as using environmental studies as an approach, is to encourage the children to observe and explore the environment systematically, develop various skills related to mental processes such as, observation, discrimination, classification, recording information, etc. Thus, this bivalent status of this area in the primary level curriculum makes this subject area more process- based and skill-oriented. This approach also facilitates in developing habits, attitudes and values among the children in a more practical and continuous manner. **Teaching - learning of this subject- area also provides an opportunity and scope for : learning about the**

environment, Learning through the environment and learning for the environment.

To realise the above mentioned need and significance of this area, there is a need to address environmental concerns in classes I and II in a more focused and explicit manner. Dr. Jain Shared with the group about its treatment, at the classroom level. She mentioned, a series of new textual material has been prepared in Language, Mathematics and Art of Healthy and productive living (AHPL) by the NCERT. This material is based on the recommendations of NCFSE, 2000 and guidelines and syllabi of primary level curriculum. This new textual material has taken care of integration of environmental concerns with these subject areas by using environmental -based approach. Later, she discussed some of the suggestive transactional strategies for integrating environmental concerns/issues in classes I and II along with examples.

These were:

- **Oral conversations** - on-child's personal things, pet animals, birds, Plants, fruits, vegetables, etc
- **Picture Reading**- showing picture and asking sequence of events,
- Identification of objects in the visuals, their description.
- **Exploratory visit** of school garden, immediate Surroundings.
- **Paragraph writing** - on any Environmental theme.
- **Story telling** - discussion on content of the story.
- **Role play and Drama**
- Addition and Subtraction by using environmental objects, picture cards, etc.
- Drawing and colouring objects
- Conservation of number, length by using environmental objects;
- Ordering of number by using environmental objects (Increasing Order, decreasing order)

After discussing transactional strategies for classes I and II, Prof. Sinha and Dr. Jain took examples from Hindi and Mathematics books for integrating environmental concerns with these areas. One such example, which was discussed in the group was.

Activity

The course content in classes I & II must ensure that the relevant Expected Learning Outcomes of these levels are to be integrated with Language, Mathematics and Art of Healthy and Productive Living. Here examples of integration of EVS concept/concerns with Language and Mathematics have been given (at 'a' 'b' 'c')

	Environmental Themes/sub-themes	Language	Mathematics	Skills/Values
My Body 'a'.	External parts of the body	Name of the body parts	Number concept through body parts such as counting fingers of one hand, fingers of both hands	<ul style="list-style-type: none"> • Communication skills • Vocabulary
My Body 'b'.	Similarities and differences in the external body parts among peer group and elders	<ul style="list-style-type: none"> • Name Body parts of peer groups. • Tell Differences in body parts of peers and adults 	Pre-number concepts Tall/short, big/small fat/thin	<ul style="list-style-type: none"> • Observation • Discrimination • Estimation
My Body 'c'.	Functions of external body parts including sense organs	<ul style="list-style-type: none"> • Name sense organs and tell functions of each organ • Functions of external body parts 	Number concepts	<ul style="list-style-type: none"> • Observation • Communication

During the open discussion session, participants raised some queries and questions. Some of these were: role of non-print material in transacting EVS concepts/concerns, scope for the team teaching and joint planning, contingency grant for preparation of learning aids, scope of worksheets EVS teaching in Classes I and II and procedures for assessment of skills and EVS concepts, etc. Prof. Sinha and Dr. Jain jointly clarified their queries.

Teaching of English in Classes I & II

In the afternoon sessions, the teaching of English in Classes I and II was taken up. The session was taken up by Dr. Sandhya Rani Sahoo, Reader, DESSH. The two books prepared for Classes I and II by DESSH were explained to the teachers. They were guided how to develop the language competencies using these books. While interacting, the teachers talked about the difficulties they encountered in helping the

children develop the basic skills in English language. Some of the difficulties were the following:

- How to start teaching English (as a second language/ a subject) in a class, where students are new to a formal school set up, who have no experience to this target language at all?
- What should be the technique to handle a mixed group where some students are first generation learners, some have some exposure to the target language and some are from educated family background and have good exposure to the language?
- How to handle these children? What to teach? How to teach? What not to teach? How far to go? Where to stop?
- How to fulfil the parents' expectations and the school's expectation?
- When should the child be introduced to reading and writing?
- What should be the appropriate method and technique for developing the basic language skills?
- How to ensure child's participation in language learning?

The teachers were advised various ways and strategies to overcome these difficulties and help children learn language in a relaxed and effective manner. They were as follows:

- (i) Handling the small children (level 1) is the most important responsibility of the teachers. The kind of foundation they give to these little ones will shape their future. They should elevate themselves to the level of the children and establish a rapport with them to ensure a higher quality of classroom interaction. The children should feel that the teacher is one among them and can help them, guide them, love them and play with them. First thing, they would love to come to school and second, they will be motivated to learn in a very friendly and enjoyable atmosphere.

This is the most essential pre-requisite of every teacher and particularly ESL teacher should keep this in mind.

- (ii) The ESL teacher should never forget that English is a subject in Class I and not a medium of instruction. He/she can be a successful language teacher, if she makes the children talk. A class is successful where 'teacher talk' takes less class time than 'learner talk'.**
- (iii) The teacher should maintain a diary to note down the observations and keep on changing the plan in responding to the learners' reactions as the class proceeds.**

The teachers thereafter were explained the opportunities given in the textbooks to develop communicative competence along with the cognitive, emotional, and social development And, then how gradually the skills of reading and writing were to be introduced was also explained. It followed thus that

- The teacher should exploit the poems to make the children participate in the process of learning**
- The teachers, who are creative and imaginative, will do a better job, with a variety of innovations and improvisation**
- The teacher should not explain the words, sentences given in the poems or stories The action based and lively recitation of the poems, and reading aloud of stories with enactment and dramatisation will help them to negotiate meaning on their own**
- Colourful illustrations given in the book speak louder than the words. They will create interest in the learner, motivate them to learn and will boost their imagination The teacher should exploit the illustrations to achieve the above objectives.**
- Dramatisation and role-play are very essential techniques in second language learning The young learners get opportunity to use language in different situations This will build up the learners' confidence and self-esteem.**

The children can be asked simple yes/no global questions in order to know whether they have understood/ comprehended the lesson.

- So far as the stories are concerned they are to be read aloud by the teacher. They are for the children's enjoyment and of course, the value component has to be highlighted. They can be dramatised for the children to enjoy and simultaneously understand. Through the teacher and student interaction and peer interaction, the students learn a lot.
- The teachers were advised not to go for formal evaluation at this stage. It should be CCE. Evaluation should be based on the teachers observation which will help in taking remedial measures.

Both the sessions were quite interactive. The teachers showed enthusiasm and willingness to bring changes in teaching-learning situations.

28th December, 2003

This session on ***'Teaching-Learning of Environmental Studies in Classes III-V'*** was jointly taken up by Prof. Daljit Gupta, Ex Prof., Department of Elementary Education, NCERT and Dr. Manju Jain, Reader, Department of Elementary Education, NCERT. The aim of this session was to discuss the rationale, concept and treatment of integrated approach to environmental studies, in classes III-V. Initially, in the beginning of the session, Prof. Gupta shared with the participants the modifications which have been made in the environmental studies curriculum. In the present scheme of studies, which is based on National Curriculum Framework for School Education (NCFSE -2000). Environmental studies has been conceived as an independent subject area for classes III-V. In these grades, it has been recommended to be introduced as one subject area instead of two, where science and social science components are an integral and integrated part of this area. Before going into detail discussions on various other aspects of EVS, she discussed the conceptual meaning of environment, environmental studies and integrated approach to environmental studies.

She apprised the group about the salient features of new integrated approach to Environmental Studies at the primary level. These are:

- The curricular area of Environmental Studies perceives the environment as an integrated whole-the natural, the man-made, the social and the cultural

environment in totality. The integration of these areas has not been made merely to club together the sub-components but to present in such a way so as to help the child to understand the environment in a meaningful manner.

- Integrated approach to Environmental Studies (EVS) takes into account the principle of moving from oneself to immediate environment and extending it gradually to distant or wider environment.
- It involves a child's organised **investigation and systematic exploration** of her/his natural and social environment.
- The approach provides more scope to develop certain **skills and competencies** of basic mental processes, habits and values in a more practical manner.
- It assumes the provision of experiences to children that are **locally relevant** and specific to the **needs of the community** and the physical environment.
- It presumes a shift in teaching - learning strategies, from teacher centered, subject-based and classroom-oriented to child-centered, learning-based and community oriented.

Further, she discussed the expected Learning Outcomes (EBO,s) of environmental Studies and need for presenting the EBO's in the form of processes rather than in the terminal outcomes

Dr. Manju Jain initiated the discussion on teaching- learning materials of environmental studies, available in the past and shared with the participants the salient features of new textual material of environmental studies for classes III -V. She emphasised that the present series of textual material which is in the form of Textbook-cum-Activity book for classes III to V is a package including text (Content), in-text activities (Lesson -wise) for children, lesson-wise individual and group activities under the section 'things to do' and unit-wise hints for the teachers. The texts/contents have been derived in terms of the life needs of the child at one end, and the needs of the environment on the other. She added that the course content in the syllabus has been identified and organised in the form of **'themes'** which is nearer to the child's-life. The grade-wise themes which have been organized in hierarchical order, both in terms of level of the concepts and level of the components of the environment (self, immediate and wider E) in the new textual material are as under

Class III Themes	Class IV Themes	Class V Themes
<ul style="list-style-type: none"> • Knowing Myself I • We need them to live • Our Neighbourhood • Reaching Places • Too Far Too Near • Different But Beautiful 	<ul style="list-style-type: none"> • We and our Surroundings • Our Needs I • Natural Resources and Phenomena • Institutions that Serve us • Some great people • Changes: Why and How • Unity in diversity 	<ul style="list-style-type: none"> • Living World-An Introduction • How Can We Keep Healthy I • Our Environment • Changes: Why and How • Our country India-A Glimps • Our Glory
	↓ D	↓ D

I: Immediate Environment

D: Distant Environment

The presentation of the lessons in the textual material is child-friendly. It has been presented in different forms to ensure the child's participation and make the material more interesting. The expectation of such presentation of the text is basically to prepare the child for self-learning. There is an ample scope in the textual material for fostering creativity, of children by adding many more items, activities and exercises under the section '**things to do**' as well as in in-text questions in each lesson. Dr. Jain added that as per the nature of this curricular area, the best teaching, learning-materials are the actual environmental objects available in the immediate environment and real life experiences of the child, in her/his day-to-day life. The significance of local specific material and low cost learning aids were also discussed at length.

Later, the salient features of Class III textual material were discussed by Prof. Gupta. She selected a few examples of approaches of presenting the text in the textual material and discussed with the group their significance. Participants also shared their problems and queries related to class III textual material. She clarified all the queries and problems raised by the participants. Dr. Manju Jain, presented the conceptual framework of class IV textual material, and clarified the queries and problems raised by the participants, related to this class IV stage textual material.

After the presentation and discussion on new textual material, Dr. Manju Jain discussed some of the viable transactional strategies of environmental studies teaching. In order to attain the expected learning outcomes which are defined in terms of processes, the child centered and activity based strategies have been found to be more appropriate for teaching of EVS (NPE, 1986; NCFSE, 2000). These strategies are expected to encourage skills of enquiry, experimental, discovery, etc. which lays emphasis on processes or skills among children. She further added that these

strategies have wider scope for interaction between teacher and learners, learner and learner and learner and the material. The child-centered strategies can range from practical experiences in real life situations, to creating similar situations (Simulation) through the use of concrete material or other learning aids. Dr. Jain mentioned some suggestive transactional strategies, which are found to be successful at the primary level by taking examples from the new textual material, These were:

- Organization of Environmental visits;
- Individual and group activities;
- Project work,
- Demonstration Method;
- Teacher guided Experiments,
- Inquiry approach

She discussed each strategy at length, in a three-fold manner -why to use this strategy, when to use this strategy and how to adopt this strategy, including the evaluation procedures. In the end, during the interactive session, a few queries were raised by the participants and resolved through the group discussions.

Teaching of Art of Healthy and Productive Living (AHPL)

Prof. Vashishtha acquainted the teachers with the needs and significance of this new area of study. He, in detail, explained how this area was conceived, what are its objectives and how it is to be translated in classroom situations. He explained the background why Handbooks for Teachers containing core and optional activities for the use of teachers have been developed. Clarification for not developing any material for learners was also given.

AHPL aims at developing aesthetic sensibilities and skills of healthful living besides providing a nurturing ground for love for labour, positive social attitudes and moral values so as to enable the child to be receptive to ideas of others with humility and sincerity in thought, word and deed. This will provide children with opportunities for their development into social human beings and dedicated and contributing citizens for the society and the nation. Love for mankind and helping the needy would germinate at this stage and its culmination would be in terms of attainment of selfless service – Seva.

While interactive with the teachers it was noticed that most of them are carrying out activities under three different subjects namely Art Education, Physical Education and SUPW. Prof. Vashishtha clarified their doubts and misconceptions and suggested to

them that the activities of AHPL may be taken in a holistic manner with view to attain the objectives of AHPL. The subject of AHPL is totally child centred and activity-based. Activities are to be developed keeping in mind local environment and cultural background of children and available resources. Teachers were advised to create in their schools resource centre which could be used for carrying out activities. Participation of children and learning certain good habits in practical sense would guide the development of activities. Activities helpful in value inculcation may be carried out through story telling and dramatisation suiting to the levels of maturity and understanding of learners. All activities should be presented in an integrated manner.

Teaching of Mathematics In Classes III to V

This session on teaching of mathematics for Classes III to V was conducted by Prof. V.P. Gupta. At the outset, he informed the group that various research studies have indicated poor attainment level of children in mathematics, in these classes. The learning level scenario calls for significant improvement both in the textual material and the teaching methodology. Once again the textbooks have been improved utilising the feedback. For the effective transaction of these new books, the teachers need to adopt better teaching-learning strategies so that attainment level of students is enhanced. Dr Gupta enumerated areas where children show poor performance, lack of understanding and confidence. "Solving Word Problems" is once such area.

Students, by and large, are unable to comprehend the situation involved in the problem. They fail to identify the operation involved in the problem. What at the most they are able to do is computing the numbers. It cannot be denied that "Solving Word Problems" is crucial in the learning of mathematics. There are four steps of an answer (i) comprehending the problem (ii) translating the problem into a digital sum (iii) solving the sum (iv) interpreting the answer. The first step of problem solving can be covered only when various models of problems related to addition, subtraction, multiplication and division are known to children. He acquainted the teachers with the better way of writing solution to a word problem.

Prof Gupta shared the findings of the study "Mathematics Learning in the Govt. Primary School" conducted in 1998-99. The study had made very revealing findings. A lot of bad mathematics is presented by children, which requires immediate correction for

ensuring a better quality of presentation. Prof. Gupta explained the need of using a square paper for sums on four operations

The concept of division and the division algorithm are also found difficult by majority of children Prof Gupta explained the concept and the algorithm involved in long division when the divisor is a 1-digit or 2-digit number

In addition, discussion on perimeter, area and volume of solids; measuring and drawing lines and angles, symmetry of objects etc were held. At the end, teachers were given time to discuss their difficulties, if any, they had faced in using the new books in classroom situation. A number of clarifications were sought by teachers

कक्षा-III से V में मातृभाषा (हिंदी) शिक्षण

सत्र के प्रारंभ में परिषद् द्वारा 2000 में विकसित पाठ्यचर्या के परिप्रेक्ष्य में कक्षा 3 से 5 तक की हिंदी की पाठ्यपुस्तकों के संशोधन पर चर्चा की गई। इन कक्षाओं के बच्चों में भाषायी कौशल-सुनना, बोलना, लिखना, पढ़ना के विकास के दौरान आने वाली कठिनाइयों पर प्रतिभागियों से चर्चा करने के बाद इन कौशलों के विकास हेतु क्रियाकलाप बताए गए।

प्रतिभागी शिक्षकों ने भी स्वयं द्वारा कक्षा में कराए जाने वाले क्रियाकलाप बताए। इसके बाद सृजनात्मक लेखन के विकास की आवश्यकता पर प्रतिभागियों से चर्चा की गई तथा बच्चों में सृजनात्मक लेखन के विकास हेतु कराए जाने वाले कुछ क्रियाकलाप बताए गए। अनुच्छेद, निबंध लेखन आदि का अभ्यास कक्षा में किस प्रकार कराएं-इस पर भी प्रतिभागी शिक्षकों से चर्चा की गई।

प्रतिभागियों को अवगत कराया गया कि कक्षा 5 की संशोधित पाठ्य पुस्तक के अंत में शब्दकोश दिया गया है। अतएव पाँचवी कक्षा के बच्चों को शब्दकोश देखने का अभ्यास भी कराना है। शब्दकोश देखते समय ध्यान रखने योग्य बातों से प्रतिभागियों को अवगत कराया गया। उन्हें यह भी बताया गया कि शब्दकोश देखने संबंधी अभ्यास पर्याप्त मात्रा में पाठ्यपुस्तक एवं अभ्यास पुस्तिका में दिए गए हैं।

शब्दकोश देखने का अभ्यास कराने हेतु प्रतिभागी शिक्षकों को सम्मिलित करते हुए एक क्रियाकलाप का आयोजन किया गया ताकि शिक्षक विद्यार्थियों को शब्दकोश देखने का अभ्यास कराते समय यह क्रियाकलाप करा सकें।

क्रियाकलाप- बकरी, बिल्ली, बुलबुल, बंदर, बत्तख, बगुला, बया इन शब्दों को अलग-अलग कागज पर लिखकर सात प्रतिभागी शिक्षकों के हाथों देकर उन्हें एक तरफ खड़ा कर दिया। अन्य प्रतिभागी शिक्षकों से कहा गया कि इन्हें वर्णक्रम के अनुसार खड़ा करें।

December 29, 2003

The first session of the day was devoted for discussion on the evaluation strategies that are needed to be adopted for evaluating child's performance effectively at primary stage of education. This session was conducted jointly by Prof. K K Vashishtha, DEE and Dr. A.D Tiwari, DEME. Prof Vashishtha apprised the participants with the key features of evaluation strategies highlighted in NCFSE-2000. He presented the concept of evaluation in the present day context and stressed on visualising it as an integral part of teaching-learning process. He cited several shortcomings the present day evaluation system. It focuses merely on cognitive learning outcomes and completely ignores the non-cognitive aspects, which of course, is a vital component in the development of human personality. He emphasised that evaluation at the primary stage should be of informal nature but with adequate emphasis on continuity and comprehensiveness. In earlier classes of primary stage evaluation should be done on the basis of observations that teacher makes while the child is participating in various classroom activities and oral technique. In later classes, it can be little bit more formal. At this level, paper- pencil test may also be included as a mode of evaluation. He put stress on the use of diagnostic assessment followed by remedial teaching.

Dr. A.D.Tiwari deliberated mainly upon the school based evaluation scheme, already launched in the RIEs by the Department of Educational Measurement & Evaluation. The participants had several queries on the scheme, which were clarified by Dr Tiwari. Towards the end of the session, Prof Vashishtha took up in detail how the evaluation is to be done in the area of Art of Healthy and Productive Living (AHPL). The participants were given specific examples from the strategies suggested in the handbook of AHPL.

Teaching of English Language Classes III to V

The presentation on English Language Teaching at the primary level by Dr. Shabnam Sinha started with providing an overview of the background against which the new materials in English were prepared. It was explained that the preparation of the National Curriculum Framework for School Education – 2000 had led to the preparation of new instructional materials in different areas. The NCFSE (2000) mentions that the Teaching of English and the level at which it needs to be introduced is a subject to be decided by the States according to their needs. However, since English language teaching is often handled by the generalist teachers, teacher preparation for ELT was a major area of concern.

The new instructional materials in English focused on the following.

- Development of the capacity to use language in speech and writing with ease
- Oral-aural approach at the entire primary level
- Teaching English with the environment in focus
- Presentation of language items in local indigenous contexts
- Participation of teachers in textbook development
- Reduction of curriculum load.

The approach to ELT in the new textbooks has provided primacy to oral-aural skills. There is less emphasis on the mechanical skills of reading and writing. A functional and communicative approach has been followed, doing away with the prescriptive grammar teaching methodology. **English is to be taught as subject and not as a medium of instruction.** Dr. Sinha explained that the textbooks were prepared with an interactive and communicative approach, reducing the burden of prescriptive grammar. English has been presented not as an abstract system but as a medium to communicate with people – to advise, to describe, to make prediction, give permission etc.

The textbooks she explained needed to be used for the development of some basic language skills. At the very outset there was need to develop the oral-aural skills focusing on:

- Development of correct pronunciation, stress pattern, intonation and phonetics.
- An awareness and appreciation of the music and melody of the spoken language.
- Identifying and correcting major pronunciation problems

- Correction of pronunciation through larger exposure to the spoken language

For the development of reading skills there was a need for:

- Making picture cards for words and phrases
- Development of grapho-phonic skills
- Reading for understanding, appreciation and enjoyment of a text
- Decoding of written and printed symbols for meaningful reading and for global comprehension and local comprehension
- Familiarity with visual shape of words
- Grouping words into sense groups.

It was explained that development of writing skills in English was an area that presented problems. The teaching of a Roman script to a group of learners having a different writing system presented difficulties. For the development of writing skills, the teachers could follow:

- Teaching simple print writing leading to cursive writing
- Practicing and copywriting for better handwriting
- Shifting from the mechanical techniques of writing to controlled writing
- Focusing attention on the *meaning* in the writing exercises

It was highlighted that writing activities should be made meaningful and challenging through innovation and creativity (providing gaps, words webs, reordering of words, substitution etc) for making the words interesting and challenging

The presentation then shifted to **evaluation procedure for ELT**. The major issue, which generated a lot of discussion, was - ***How to assess oral-aural skills***. It was explained that an attempt needed to be made for:

- Continuous observation of a child in individual and peer group situation
- Providing ample opportunities for listening to language in operation and for speaking it
- Undertaking holistic skill evaluation rather than evaluation of skills in isolation or in a fragmented manner.

It was explained that oral-aural skills could be evaluated through.

- Reading aloud a piece selected for the purpose
- Taking part in a dialogue taken up by the teacher or someone else
- Answering questions put by the teacher

- Speaking for a few minutes on a simple or personal topic

For the evaluation of oral-aural skills, the following need to be assessed.

- Appropriateness of language use
- Fluency
- Grammatical correctness
- Variety of structures used
- Range of vocabulary used
- Rhythm and intonation
- Correctness of pronunciation

It was explained to the teachers that evaluation at the primary level needed to be formative as well as summative in nature. The record and profile of each child ought to be maintained. Diagnosis of hard spots and remediation exercises need to be taken up. Further, enrichment material for over achievers needs to be devised. ***Evaluation at the entire primary level should be child-friendly, activity-based and stress free.***

Lastly, it was explained to the participants that since the child had little exposure to English in the home situation, it was the responsibility of the teacher to provide opportunities for its use in the classroom. The teachers should create a situation for the need to communicate in English through asking small questions and taking up ice breaking exercises. English should be used as a social language for effective communication. Finally, it was explained to the teachers that self-assessment and self-improvement can yield results that are far reaching and more effective.

December 30, 2003

The session was divided in two parts, one for carrying out some core and optional activities and other for discussing evaluation strategies related to AHPL.

The two activities, namely **Dadi Ki Gaa** and **Cleanliness of classroom**, meant for children of Classes 1 to 3, treating participating teachers as learners and the resource person as the teacher, were conducted. The first activity was meant to convey the message of **Unity is Strength** and the other to convey the message of **working together, need and significance of keeping classroom clean**

For senior classes i.e. Classes IV and V, two activities namely **blood donation camp** and **you can be of help even as a child** were conducted. These activities were chosen to communicate the message that children, of course, cannot donate blood but can participate in organising and conducting the camp. The second activity was discussed in detail. How children can help in different situations?, Sharing a book with another who does not have a book, helping a child who has been injured while playing in schools?, Children can inform the teacher and with the help of the teacher take the injured child to the Primary Health Centre

Prof. Vashistha dealt, in details, various aspects of evaluation in relation to AHPL. He explained that evaluation strategies should ensure improvement in performance and allow the child to make progress. The evaluation strategies should not discourage any child but change in the behavioural pattern of the child. Evaluation in this area should be carried out on continuous basis. Performance may be reported using observations and rating scales. Once in 2 – 3 months. Students portfolios should be meticulously prepared for maintaining cumulative record of learner's progress in this area

At 11.30 a.m , the Director, NCERT met the whole group. He at the outside enquired from the teachers how much they had been benefited from the programme. He desired that each and every teacher should speak out what he could gather from the presentations made in the programme. He suggested thorough study of the NCFSE-2000 by all teachers so that understanding of various concerns and issues dealt in the framework could be developed. He also advised them to read Gandhiji Talisman and Fundamental Duties of Indian citizens, given in the new NCERT textbooks, and commit them to memory. Director posed a great confidence in the ability of teachers, particularly of younger teachers. He advised the teachers to work beyond their capacity to meet the requirements of the new curricula. He, in detailed, interacted with the participants on integrating environmental concerns while teaching the subjects of Language and Mathematics, particularly in Classes I & II. At the end, he asked teachers to write an activity which they have performed in their classes and have liked the most

In the afternoon, the teachers made a visit to Science Park located in the NCERT Campus. Mr R. Joshi, Dr. Gagan and Dr. Dinesh Gupta apprised the teachers with various models installed in the Science Park. All models were explained to the teachers

by the resource faculty. Teachers took a lot of interest in these models and showed a keen desire to study some more models in future. They were impressed with the scientific principles involved in the models and they work in our day to day life activities.

At 3:30 p.m., the Valedictory session was arranged. Prof. M.S. Khaparde, Joint Director, NCERT graced the occasion. Prof. Vashishtha welcomed Prof. Khaparde and briefed him on the programme. Prof. V.P. Gupta, Programme Coordinator read out the details of the deliberations the 5-day programme has in different session. It was followed by the reactions and experiences of the teachers, participated in the programme. Prof. Khaparde in his Valedictory Address recalled of the similar programme the DEE organised in the year 1995. He was very much satisfied with the follow-up of that programme. A large number of teachers conducted action research with great enthusiasm so much so that they contributed by presenting action research studies in the International Conference organised by NCERT under DPEP. He desired the same kind of enthusiasm for taking up follow-up programmes after going back to their schools. He showed concern on the falling standard of achievement in Class X of the DM Schools. To bring an improvement in the achievement level in class X, it is necessary to ensure better performance of students in lower classes.

Prof. Kiran Devendra, DEE proposed a vote of thanks to the Chair.

LIST OF PARTICIPANTS

1.	Demonstration School, RIE, Ajmer	<ol style="list-style-type: none"> 1. Ms. Gayatri R. Jagtiani 2. Mr. Sartaj Singh 3. Mr. Ishwar Chandra 4. Mr. Sanjay Singh Rawat 5. Mrs. Renupama Mohapatra 6. Ms. Rekha Johnson
2.	Demonstration School, RIE, Bhopal	<ol style="list-style-type: none"> 1. Ms. Kiran Mishra 2. Mrs. Rupa Khatri 3. Ms. Neeta Wallabhadas 4. Mrs. Kusum Saxena 5. Dr. Hemlata Dahare 6. Mrs. Kamlesh Markan 7. Mrs. Geeta Saharia 8. Ms. Shazia Naqvie 9. Mrs. Veena Sahu 10. Mr. Raja Kishore Nayak 11. Ms. Munidra Singh Chouhan 12. Mr. Shyamkumar Singh 13. Mr. Rajesh Nair 14. Mr. Ravinder Kaur
3.	Demonstration School, RIE, Bhubaneswar	<ol style="list-style-type: none"> 1. Mr. Sankarsan Murmv 2. Mr. Jyotiprakash Praharaj 3. Mr. Srikanta Kumar Das 4. Mr. Daman Soren 5. Mr. Mirja Marandi 6. Mr. Benudhar Sahoo 7. Mr. Gyan Ranjan Mishra
4.	Demonstration School, RIE, Mysore	<ol style="list-style-type: none"> 1. Mr. G. Krishna Nayak 2. Mr. Vijayalakshmi. C.V 3. Mr. N. Baleji Babu Rao 4. Ms. Aisha Sultana 5. Ms. N.Harini 6. Ms. Mumazzira Bano 7. Ms. H.Y. Kappanna 8. Mr. S. Parvathamanni 9. Ms. Rohani Kirshanan

**Orientation Programme for the Primary Teachers of
D. M. Schools of RIEs**

Venue. Department of Elementary Education,
NIE Campus, New Delhi.

Dates: December 26 - 30, 2003

Friday, 26th December, 03

- ❖ 9.30 am – 10 00 am Registration of Participants(Teachers)
- ❖ 10.00 am – 11 15 am Inaugural session
- ❖ 11 15 am – 11 30 am Tea break
- ❖ 11 30 am – 1 pm National Curriculum Framework for School
Education, 2000 – Issues and Concerns for
Primary stage [Prof. K.K. Vashishtha, Head ,DEE].
- ❖ 1 pm – 2 pm Lunch break
- ❖ 2 pm – 3 15 pm Teaching of Mother Tongue (Hindi) in Classes I and II
[Dr. L. Pandey]
- ❖ 3 15 pm – 3.45 pm Tea break
- ❖ 3.45 pm – 5 00 pm Teaching of English in Primary Classes
[Prof. R.K. Dixit, Head, DESSH]

Saturday, 27th December, 03

- ❖ 9.30 am – 11 00 am : Teaching of Mathematics in Classes I and II.
[Prof. V.P. Gupta]
- ❖ 11:00 am – 11 30 am Tea break
- ❖ 11 30 am – 1 pm Integrating Environmental Concerns in Language and
Mathematics in Classes I and II.
[Prof. Savita Sinha and Dr. Manju Jain]
- ❖ 1 pm – 2 pm Lunch break
- ❖ 2 pm – 3.15 pm Teaching of English in Classes I and II
(Dr. Sandhya Rani Sahoo, DESSH)
- ❖ 3.15 pm – 3.45 pm Tea break
- ❖ 3 45 pm – 5 00 pm Teaching of English in Classes I and II (continued)

Sunday, 28th December, 03

- ❖ 9:30 am – 11.00 am Teaching of EVS in Classes III to V
[Prof. D. Gupta and Dr. M. Jain]